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ABSTRACT

This paper outlines a number of different projects, organizations, and services which have been effective in developing an unusual amount of interprofessional cooperation between educators and social service workers. Case study profiles are presented for several of the projects. Each profile includes: (1) general information; (2) a brief description of the strategies employed to improve communication and cooperation between educators and social workers; (3) a brief statement concerning the benefits gained from the strategies; (4) a listing of unresolved problems; and (5) a reference where further information can be obtained. Similar, but less detailed information is included in the descriptions of two research projects and various services and organizations which were designed to improve and promote cooperation and communication between educators and social service workers. A select bibliography is provided and includes a form for ordering related reports. (EB)

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Co-operative Care

PRACTICE AND INFORMATION PROFILES

EDITED BY

ROGER WATKINS and DEBORAH DERRICK

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Contents

PREFACE 5

SECTION 1: CASE-STUDY PROFILES

A. School Social Workers

1. School based social workers in Haringey. 13

2. Preventive social work in primary schools in Coventry. 15

3. Social work support team: The Grange County Comprehensive School. 17

B. 'Co-ordinator' Appointments

4. The Bicester Vulnerable Child Scheme. 19

5. Liverpool's Educational Guidance Officer Scheme. 23

C Community and Home Links

6. Teacher community workers in Halton. 25

7. Home/School liaison teachers in Cleveland 27

8. Joint social services and education nursery project: Crewe. 29

D Working Parties

9. The Penge Project. 31

10. Heworth Grange Social Services Project. 33

E. Extended Pastoral Care

11. A school counsellor's experience of liaison between school and welfare agencies. 35

12. Hillhead Junior High School Social Services Truancy Project. 37

SECTION 2: RESEARCH

13. Working Together for children and their families 41

14. School, Parents and Social Services Project. 43

SECTION 3: SERVICES AND ORGANISATIONS

15. The National Home-School Liaison Association. 47

16. BASW special interest group: Social Work in Education 49

17. The Education Welfare Service. 51

18. Referral to the Education Welfare Service: the ILEA Scheme. 55

SECTION 4: SELECT BIBLIOGRAPHY 63

Order form for related reports. 73

Preface

It is a saddening fact of life that those professions whose responsibility it is to care for the disadvantaged often find it difficult to work amicably together. For us at the Centre it is clearly a matter for concern that, for example, there is conflict as well as co-operation between those working in education and those working in the social services. In that situation there is always a danger that the school will become in the words of one of our reports "a battleground for territorial rights". It seemed worthwhile therefore to describe some situations where for various reasons there seemed to be more than the usual amount of co-operation, in the hope that others may benefit from the experience and explore possibilities for themselves. In selecting a number of interesting initiatives for abbreviated outline description and a smaller number for more detailed accounts we make no claim that we have in any way picked very remarkable developments or that we have listed all the possible ways of working together. We know from our enquiries that the range of interprofessional co-operation extends from the minimal to the most intimate and no two methods of working together are alike. Our reports therefore illustrate initiatives from a number (but not as many as we would like) which were brought to our attention. We selected them because they represent a variety of approaches and because they seem transferable to other contexts. There are, we are sure, many more we should describe and doubtless will in the future; the present reports are an initial contribution to a discussion which we believe must work to the benefit of the disadvantaged child.

Liaison between teachers and social workers is not by any means the only area of difficulty; we are aware that inter-communication beneath the broad umbrella of education between, for example, education psychologists and schools or medical officers and schools is frequently reported as falling short of the ideal. Some argue in fact that a major and initial objective should be to improve liaison between these educational services before attempting the apparently much harder task of bridging the gap between those services and social workers. It is suggested that when they have worked out effective systems for the exchange of information amongst themselves, then they will have the professional self-confidence to liaise effectively with those outside education. There is no doubt much substance in this argument but we chose to address ourselves directly to what seemed to be the most pressing and public problem: relationships between education and social services, partly in the knowledge that good schemes

of liaison across those professional gaps also often include the educational welfare officers, educational psychologists and the other helping agencies.

In the course of our enquiry we were told about many of the obstacles to effective inter-professional liaison. Some teachers found social workers unhelpful in their attitude to school attendance; very reluctant to let the schools have background information considered vital to a full understanding of a child presenting difficulties; elusive when the school attempted to contact them and generally too overworked to offer the service needed. Some social workers for their part found schools unprofessional in their attitude to confidential information; too concerned with the discipline of the whole school and not enough with difficulties being experienced by individual children, particularly domestic stress; unreasonable in requiring all liaison to be conducted through the head rather than through the teachers in direct contact with disturbed children. These problems of inter-professional co-operation stem in part from the different personalities initially attracted to the two professions; from the different training given; from the different perspectives implicit within the bodies of knowledge and understanding drawn upon by the two professions; from the professional socialisation each receive and from the day to day experiences of teachers and social workers.

As if these factors did not offer enough obstacles one must also add the fact that both professions are changing to reflect the greater concern and compassion felt in society for those who are in some way its casualties. Teachers, especially the newer recruits to the profession, are increasingly conscious of the factors outside school which inhibit educational progress and are also critical of the way in which these are sometimes reinforced within the experience of education. The growth of pastoral concern and counselling which no doubt has its cynical critics may also be seen as evidence that schools accept greater responsibility than ever before for mitigating the social and emotional handicaps to learning. Education is required positively to discriminate in favour of the disadvantaged. Social workers, who trace their professional history back only to 1948 creating virtually from scratch a body of theory and knowledge to inform their practice have suffered the successive convulsions of Seebohm and local government re-organisation and the legislation of 1969 and 1975. They remain committed however to the disadvantaged family and the children within it and moreover the law requires them to intervene at times to redress the balance of circumstances to benefit the disadvantaged child. It is not surprising therefore that education and social services seem at times to be competing to care, both inspired by a developing community sense of compassion.

The initiatives described in the more detailed CED case-studies range in the structural changes they imply from the minor (a senior mistress in a secondary modern school develops her role to that of counsellor) to the major (a local authority social services department appoints a social worker to work with each of the authority's comprehensive schools). Each initiative however seems to have made a significant impact in its own way and to have increased the opportunities for schools and social workers to work together, so justifying the term 'good practice'. All the case-studies frankly recognise that co-operation cannot be imposed from above. It may well develop on the other hand from a deliberate attempt to foster understanding between those who should be co-operating. Therefore the reports emphasise the need to exchange information, to meet regularly, to develop an under-

standing of each other's point of view, to remove the human obstacles to co-operation. Although our case studies do not include examples of inter-professional in-service training, since regrettably little of significance was brought to our notice at the time we were preparing them, we would clearly want to give prominence to its importance. Every opportunity for teachers and social workers to discuss their work and to exchange views should be taken. We heard of the development of 'lunch clubs' where once a month teachers and social workers use their lunch break to meet for joint discussion and we heard of a few authorities arranging more formal opportunities to meet. The working party on joint in-service training which met in connection with the DHSS South Glamorgan Project explored in considerable detail the possibilities and the difficulties which may be encountered (Information about the working party and the project as a whole is published in Working Together for Children and their Families, HMSO 1977)

Our case studies underline the central importance of any initiative to improve inter-professional liaison of understanding the other profession's point of view and mode of working. Mrs. Bartlett who as the Senior Mistress in a secondary modern school took a course of training to become School Counsellor, argues that the so-called inevitability of conflict between teachers and social workers is an excuse for poor communication on a personal level. In the case of her school, co-operation has come about not by an elaborate and agreed scheme but by sensitivity to growth points in the development of the school. Opportunities were taken step by step as they presented themselves to build co-operation, initially through a community service scheme which brought the school into contact with many supportive agencies and later through the new skills developed by Mrs. Bartlett herself. Similarly in the most ambitious scheme we describe, school-based social wokers in Haringey, it was foreseen that the biggest problem to be faced was that of gaining acceptance of the appointments by all concerned. Much of the early stages were spent visiting all the comprehensive schools in Haringey and also in meeting with the many officers already concerned with children in difficulties in order to allay natural anxieties about conflict. Initially only five social workers were involved and they were appointed after these early discussions in the five schools which were most ready to implement the project. Emphasis was laid upon the social workers getting to know all the individuals with whom they would be working by setting up regular meetings with pastoral staff, education welfare officers and educational psychologists. The social workers in turn brought to bear the experience and statutory powers of the area teams to benefit the whole family as well as the individual child. In our Coventry case-study both head-teacher and social worker at one school point out that insufficient time to prepare the school staff for the new appointment was a source of difficulty at first. The social worker reports that consequently he spent a great deal of time in the early stages of the project getting to know the teachers with whom he would be working, the local community and the various educational agencies. This later paid dividends in co-operation. Much of the success of the Bicester Vulnerable Child Scheme depends upon the work of the Teacher/Co-ordinator in having a full appreciation of the work of the school social worker, educational psychologist, home/school counsellor and appropriate heads and teachers. Yet as he comments, "From time to time it seems that all the many professionals concerned with handicapped children are disinclined to be co-ordinated. Yet at other times the most exhilarating co-operation has been forthcoming from the many agencies and professions involved with children 'at risk' ... each professional becomes extremely anxious if his or her own personal autonomy and independence are threatened by others".

This anxiety lies at the heart of the problem and affects all aspects of it. The headmaster of Grange County Comprehensive, Ellesmere Port, points out in our case study of his school's social work support team that although the appointment of school-based social worker, school counsellor and education welfare officer did not produce the inter-professional conflicts expected since they quickly sorted out their own roles as team members, there still remained difficulties in the relationship between the social work team and the pastoral staff of the school. "The team had to win the confidence and support of staff, many of whom had negative feelings towards social services and some of whom had fears that their own pastoral role might be eroded by the scheme". Such fears cannot be legislated away, they can only be allayed by the experience of working together as the staff at Hillhead Junior High School in Gateshead found. Working with the encouragement of social services on their own modest but effective project they realised that a number of families visited had internal and economic problems which seemed to be beyond the supportive pastoral care that the school could offer. "We made contact with the social services and after several fruitful meetings a most valuable liaison policy was initiated with regular "case" meetings and a "two-day" sharing of information as an early prevention policy. The attendance of these children improved significantly but most dramatic of all has been the change in personality, attitude and general well-being".

As the next stage in our thinking about 'Co-operative Care' we want to give special consideration to linkages between education and social services to support disadvantaged young people once they have left school. We hope to be able to make available case-studies of good practice, for example, by further education colleges. Our impression is that while some colleges have given considerable thought to how they could co-operate with social services this is not yet generally the case. Hammersmith and West London College seemsto be exceptional, for example, in co-operating with the Community Relations Council to finance "a pilot scheme employing a full-time social worker to make contact with the families of West Indian students at the College to offer any help necessary ..." We look forward to reporting on other similar schemes.

In preparing these case studies we have concentrated on relatively small scale developments to suggest that with goodwill much can be done to improve practice at the local level. Our conclusions are as follows:-

1. Where no new appointments can be envisaged, it is helpful if:

   (a) the headteacher nominates a senior teacher to act as the focus of liaison with the external helping agencies;

   (b) Social Services nominate an officer to liaise with schools on a district team basis;

   (c) channels of communication including the names of responsible individuals are devised, well-publicised, and kept up to date and reliable.

   (d) education welfare officers are offered the opportunity, perhaps with additional training, to act as a major liaison channel in their own right.

2. Where new apointments are possible, school-based social workers

seem to be particularly effective especially when working alongside teachers appointed as home-school liaison tutors or counsellors.

3. Priority in making appointments should be given to those schools experiencing the greatest stress stemming from high levels of social and environmental difficulty.

4. Special consideration should be given to the development of schemes of co-operation between education and social services at post secondary level.

5. Every opportunity should be taken through in-service training to improve mutual professional understanding. This seems a particularly appropriate topic for school-based training involving all staff.

6. There is a need to establish through experience and research which social work skills are especially relevant to the school setting.

Section 1
Practice Profiles

SCHOOL-BASED SOCIAL WORKERS IN HARINGEY

1. SUMMARY:

Because of poor communications and co-operation between schools and supportive services, the social services and education departments agreed to a project in 1973 in which five posts would be set up for qualified social worker placements in school. It was hoped that this would overcome the problems of teachers being uncertain as to whom they should be contacting for help and advice, and frustrated by the lack of information on children in care, for example. In each school in the project, the educational psychologist, EWO and school social worker would serve as a team.

2. LOCAL AUTHORITY: Haringey

3. DATE STARTED: 1973

4. DEPARTMENTS INVOLVED: Education and Social Services

5. STRATEGIES:

1. Appointment of five school-based social workers who remained members of the authority's social work teams.

2. In order to get the project accepted by all concerned there was a high degree of preparation and consultation and initial appointments were made only where headteachers welcomed them.

3. A clearly derived authority structure was created with a system for referrals, procedure and action.

6. EXTENT OF SCHEME: Provision extended from 5 to 8 schools in September 1975 and further agreement in principle in 1976 that all secondary schools in the borough should have such a social worker as soon as funds could be made available. Five social workers specialising in the needs of handicapped children have also been appointed.

7. FINANCE: Salaries of the social workers paid by the Social Services Department.

8. BENEFITS:

1. Schools receive immediate social work help in a crisis.

2. There is an immediate 'plug-in' to supportive services through the social worker.

3. Improved communication and inter-professional liaison.

4. E.W.O.'s generally act in a crisis situation, but some have been encouraged to undertake more long-term preventive work.

9. UNRESOLVED PROBLEMS:

1. The Social workers were concerned about the creation of specialist teams (as compared to their generic approach), and thought they might just create more work. The E.W.O.'s felt threatened.

2. A large number of referrals in the secondary schools made it impossible to work with the primaries.

3. Social workers need a 'private' room within the school.

4. 'Confidentiality': teachers and social workers have different attitudes.

5. Continuing limited contact with child guidance service.

6. There is still room for improvement in communication between schools and support services.

10. FURTHER PAPER AVAILABLE:

School-based Social Workers in Haringey

by Sam Johnston, Field Officer, C.E.D.

11. FOR FURTHER INFORMATION CONTACT:

R A Bohrer
Area Officer 4
Social Services Centre
1 Kings Road
N22 55N

PREVENTIVE SOCIAL WORK IN PRIMARY SCHOOLS - COVENTRY

1. SUMMARY

Two social workers were attached to two primary schools in an attempt to offer social work intervention at an early stage, following the identification of social and educational stress, and to promote the closer involvement of parents and school staff. The project arose because the social services were not able to give the intensive social work help that schools were finding some of their children needed.

2. LOCAL AUTHORITY: Coventry

3. DATE STARTED: Autumn Term 1973

4. DEPARTMENTS INVOLVED: Education and Social Services

5. STRATEGIES:

1. Because heads in Coventry were dissatisfied with the transfer of the Educational Welfare Service to the Social Services Department, six School Liaison Officers were appointed. They deal exclusively with schools and therefore able to provide a more immediate service to investigate truancy.

2. Two appointments of Social Workers were made to provide intensive preventive social work help to two primaries in deprived areas. The social workers remain members of the district office and responsible to the district manager.

6. EXTENT OF SCHEMES: 2 Primary Schools

7. FINANCE: 1 post financed by Urban Aid
The other by the Social Services

8. BENEFITS:

School A:

1. Regular meetings between teaching staff and the social worker have enabled the social worker to intervene indirectly at an early stage.

2. The social worker has been active in encouraging good home-school relations.

3. An activity based group for boys identified by teaching staff as manifesting particular behaviour and personality problems has had some success.

School B:

1. The social worker helped establish a nursery and helps place children there. A problem can often be dealt with and solved early with his help.

2. Apart from casework, the social worker established several groups, such as a mothers' group which helped home-school relations.

3. The social worker offers several case studies to show how he has been able to help.

4. Not only does the social worker help the teachers but he needs them to work effectively.

9. UNRESOLVED PROBLEMS (applies to 1 primary school).

1. Attitudes of the teaching staff who wanted the social worker to be more identified with school. The situation was not helped by the authority's failure to inform the school of the appointment until the social worker was due to start work. (This has now been rectified and heads will be involved in future appointments).

2. The severity of some of the cases means that the social worker can take no more than 24.

10. FURTHER PAPERS AVAILABLE:

Preventive Social Work in primary schools: progress reports

11. FOR FURTHER INFORMATION CONTACT:

T J Bond
Assistant Director of Education: Special Education and services
Education Offices
Coventry
W. Midlands
CV1 5RS

SOCIAL WORK SUPPORT TEAM: THE GRANGE COUNTY COMPREHENSIVE SCHOOL, ELLESMERE PORT

1. SUMMARY:

The Social Work Support Team consists of a social worker, teacher/counsellor and EWO, based in a comprehensive but working with the feeder primaries. The team aims to provide a full range of counselling and social work facilities for the benefit of the school staff, the children and their parents. They also hope to enable the schools to play a more preventive role than had previously been possible.

2. LOCAL AUTHORITY: Cheshire

3. DATE STARTED: 1975

4. DEPARTMENTS INVOLVED: Education and Social Services

5. STRATEGIES:

1. Appointment of a school social worker who remains a member of a social work team. Appointments of an EWO and a teacher-counsellor.
2. The EWO is to deal with attendance and a number of related areas.
3. The social worker has a caseload built up from referrals from the pastoral staff.
4. The teacher/counsellor helps pupils who may have been referred by the staff or by themselves.

6. EXTENT OF SCHEME: Grange County Comprehensive and feeder primaries.

3 similar schemes in Cheshire

7. FINANCE: Social Worker salary paid by Social Service departments. Other salaries and expenses met by Education Department.

8. BENEFITS:

1. Greater concentration of resources on a particular problem.
2. The greater understanding of a problem which the social work support team provides.
3. The advantages of a social worker on school premises.
4. The greater speed of involvement; for example, quick results from the E.W.O.

9. UNRESOLVED PROBLEMS:

1. Relations with pastoral staff, many of whom had negative feelings towards social services, and some of whom had fears that their own pastoral role might be eroded by the scheme.

2. Working out a suitable referral system.

3. The teacher/counsellor had to win the confidence and support of pupils

4. Teachers built up an unrealistic expectation of results.

5. Staff want the counsellor to remain neutral but he needs to win the pupils' confidence.

6. The teaching staff need to get feedback from the information they give the team.

7. Sometimes liaison with other social workers is not as effective as might be thought.

8. It is still difficult to carry out preventative work.

9. The teacher/counsellor has left after one year.

10. FURTHER PAPERS AVAILABLE

The Original proposal&Report on the first year both by

D A Watkins,
Headmaster

11. FOR FURTHER INFORMATION CONTACT:

Mr D A Watkins
Headmaster
Grange County Comprehensive School
Ellesmere Port
Cheshire

THE BICESTER VULNERABLE CHILD SCHEME

1. SUMMARY

The scheme aims to discriminate positively in favour of handicapped children, regardless of what form the handicap takes, whether mental, physical or social. The children benefit from extra resources of staff and attention, and where possible these 'vulnerable' children are educated within the primary and secondary schools. To do this a teacher/co-ordinator was appointed who works with a variety of professional colleagues - The Vulnerable Child Scheme Team.

Bicester was selected as the base for the pilot scheme because it houses the Central Ordnance Depot, which employs 8,000 civilians, the majority of them on tedious repetitive work. Some are discharged soldiers, but the majority came in 1966 when unemployed workers from depressed areas - Liverpool, Glasgow etc.- were recruited to come and work at Bicester with the promise of a council house.

2. LOCAL AUTHORITY: Oxfordshire

3. DATE STARTED: 1970

4. DEPARTMENTS INVOLVED: Education and Social Services

5. STRATEGIES (include):

1. A number of special appointments:-

i) teacher/co-ordinator 'to work with all the social and educational agencies available to help families with problems of one kind and another.'

ii) a group of full-time teachers who have posts of special responsibility e.g.

Head of Progress Unit (ESN and Remedial)
Teacher in charge Tutorial Unit (Maladjusted)
Head of Department Scale IV Co-ordinator of Education Services (to supervise smooth movement of vulnerable pupils from one stage to another - hopefully to full integration into main stream classes).

iii) Part time remedial teachers to teach basic skills to vulnerable children in the primaries.

2. The teacher/co-ordinator regularly visits remedial and special teachers to advise on the management of 'vulnerable' children.

3. Regular lunch-time inter disciplinary meetings at the local Health Centre.

4. Case Conferences are held which discuss the problems of individual children with educational psychologists, social services, EWO's, health visitors etc.

6. EXTENT OF SCHEME:

Two comprehensives and sixteen primary schools in Bicester.

7. FINANCE: Extra salaries paid by the education department.

8. BENEFITS:

1. Reductions in number of suspensions for unmanageable behaviour.

2. Vast reduction in juvenile court cases.

3. Children with physical handicaps have learnt to overcome them to a surprising degree in a 'normal' environment.

4. Children with low IQ scores have learnt to cope socially, and through work experience schemes most have found and kept jobs.

5. Reduction in the anxiety levels of teachers responsible for 'remedial' and 'problem' children through the regular and frequent visits, advice and help of the teacher/co-ordinator.

6. Closer contact with pupils' homes.

7. Smoother transfer of vulnerable children from primary to secondary.

8. Early diagnosis by the school of 'vulnerability' frequently alerts social services of family difficulties at an early stage.

9. UNRESOLVED PROBLEMS:

1. Severe problems are still presented by some secondary school pupils who arrive from other areas without a history of care such as the Bicester children are now receiving.

2. There is insufficient staffing and no curriculum for the unemployed school leaver who may wish to return to the 'Open' VIth form.

10. FURTHER PAPERS AVAILABLE:

The Bicester Vulnerable Child Scheme: report by Jane King Field Officer, C.E.D.

19

11. FOR FURTHER INFORMATION CONTACT:

Geoff Webster
Teacher/Co-ordinator
Bicester School
Bicester
OXON.

LIVERPOOL'S EDUCATIONAL GUIDANCE OFFICER SCHEME

1. SUMMARY:

The Educational Guidance Officer acts as the co-ordinator of a team of professionals 'The Social Education Team' in helping 'to detect and eradicate social factors which handicap children educationally'. In practice, this is to seek out and implement those methods which seem to be working best in schools. The social education team consists of every teacher, E.W.O., community worker etc. in the area.

2. LOCAL AUTHORITY: Liverpool

3. DATE STARTED: 1966

4. DEPARTMENTS INVOLVED: Education Department

5. STRATEGIES:

   1. Appointment of five Educational Guidance Officers who co-ordinate the activities of the social education teams. Each works on an area basis.

   2. The E.G.O. initiates liaison groups and case conferences.

6. EXTENT OF SCHEME. Five teams each led by an E.G.O.

7. FINANCE: Salary of the E.G.O.'s paid by the Education Department.

8. BENEFITS: These are taken from a report by an E.G.O.:-

   1. Enhancement of the role of the E.W.O.
   2. The schools' attention has been drawn to the importance of home-school relations.
   3. Enlarged remedial service.
   4. Psychologists are now working with pupils and teachers in the schools.
   5. Attention of teachers has been focused upon screening and assessment procedures.
   6. In-school adjustment units set up to wean 'problem' children back into the classroom.
   7. Increased status given to remedial teachers.
   8. More educational guidance units set up.

9. UNRESOLVED PROBLEMS

1. As an educationalist, an ex-head teacher for example, the E.G.O. can experience some difficulty in being accepted as a co-ordinator of the other services and departments.

10. NO PAPERS AVAILABLE

11. FOR FURTHER INFORMATION CONTACT:

K G TUCKER
Asst. Education Officer
14 Sir Thomas Street
Liverpool
L1 6BJ

TEACHER COMMUNITY WORKERS - HALTON

1. SUMMARY

Teacher/community workers were attached to three primary schools in the Halton area of Runcorn New Town. The project is intended to last three years, and is designed to relieve pressure on school staff and facilities, help improve relations between the school and the local community, and provide community facilities in the school building.

2. LOCAL AUTHORITY: Cheshire

3. DATE STARTED: 1975

4. DEPARTMENTS INVOLVED: Education

5. STRATEGIES:

1. The three teacher/community workers are primarily concerned with relations between the school and local community; links with the social services and other agencies are only part of their work. Each of the three schools created and maintained contacts in different ways.

   i) School A: occasional case conferences are held but on the whole links with social and health services are almost completely informal. They are usually on a one-to-one basis and are made when needed or by chance.

   ii) School B: involved with the informal, monthly lunch party held for all agencies, both voluntary and statutory, who are working in the area.

   iii) School C: holds a fixed monthly, formal meeting for all personnel and agencies involved with the families. Links are also created informally.

2. All three teacher/community workers have a teaching time-table to help maintain credibility with their colleagues.

6. EXTENT OF SCHEME: Three primary schools

7. FINANCE: Salaries of teacher/community workers paid by education department.

8. BENEFITS:

1. The teacher/community workers have enabled the schools to actively become community schools; so, for example, the schools have become the base for a large number of community and youth activities.

2. School C found that a formal structure of meetings made their relations with the social and health services a great deal easier. The monthly sessions enabled teachers, social workers and health visitors to co-ordinate their efforts when helping families with problems.

3. Two social workers in the area found the whole scheme helpful.

9. UNRESOLVED PROBLEMS:

The staff of school B were not totally committed to the project because they felt that education within the classroom rather than community activities should be their first priority. The school also had a number of probationary teachers and the head felt strongly that they should be allowed to learn to teach before they commit themselves to the community.

10. NO FURTHER PAPERS AVAILABLE:

11. FOR FURTHER INFORMATION CONTACT:

Mr Arthur Bessell
Senior Adviser in Primary Education
The Education Department,
County Hall
Chester
(Tel - Chester 603361)

HOME/SCHOOL LIAISON TEACHERS: CLEVELAND

1. SUMMARY

Experimental appointments of 10 Home/School Liaison Teachers under Urban Aid were made to both primary and secondary schools in Middlesborough. Most are shared by two schools and five by four. The intention is to build a link between home and school and to try to bring parents to a realisation of the importance of their role in the education of their children.

2. LOCAL AUTHORITY: Cleveland

3. DATE STARTED: 1974

4. DEPARTMENTS INVOLVED: Education

5. STRATEGIES: These varied from school to school but included:

   1. Pre-school or pre-nursery visits
   2. Involving parents in the school
   3. Visits to the homes of children with learning difficulties as a result of illness or family problems. The HSLTS give support and guidance to parents whose children have been referred to the educational guidance service.

6. EXTENT OF SCHEME: 9 infant Schools
   9 Junior Schools
   2 Secondary Schools specially concerned with immigrants
   1 teacher in the Stockton Middlesborough area.

7. FINANCE: All salaries are paid by Urban Aid, except for one where the money has come from the school establishment.

8. BENEFITS:

   1. Parents have welcomed the home/school liaison teachers into their homes, as the first person from school ever to visit them.
   2. Parents have become educationally aware.
   3. Close links have been made with the medical service.

9. UNRESOLVED PROBLEMS

1. Over-lap with outside agencies; for example health visitors are concerned that too many people may be visiting the home.

2. Teacher may be involved in too many problems. The Hartlepool HSLTS, for example, who are serving 4 schools each.

10. NO PAPERS AVAILABLE

11. FOR FURTHER INFORMATION CONTACT:-

Mr C Jones-Davies
Asst. Education Officer
Education Offices
Woodlands Road
Middlesborough
CLEVELAND

Tel: Middlesbrough 248155 ext.2959

26

JOINT SOCIAL SERVICES AND EDUCATION NURSERY PROJECT, CREWE

1. SUMMARY

The project was the result of a joint submission from the local education authority and social services for a nursery class and a community worker to be attached to the existing infant school. The project aimed to use the links between home and school to provide facilities and activities for the community, and also to foster community development. It was also hoped that the nursery class would ameliorate some of the effects of disadvantage.

2. LOCAL AUTHORITY: Cheshire

3. DATE STARTED: Feb 1973

4. DEPARTMENTS INVOLVED: Education and Social Services

5. STRATEGIES:

1. Employment of a community worker who was appointed by the Social Services Department and answerable to them.

2. Provision of a community room in the nursery school where the community worker was based.

3. The community worker visited every home of children whose parents hoped for a nursery school place and then consulted with social workers, health visitors and school doctors to decide the allocation of places.

4 Followed up families, for example, from school medicals and speech therapy clinics.

6. EXTENT OF SCHEME: 1 infant school

7. FINANCE: Urban Aid

8. BENEFITS:

1. Improvement in the children's development by the age of 5 because of nursery education.

2. Better understanding from parents of what the schools are trying to do.

3. Even though the community worker has now left, the activities she started are still continuing.

9. UNRESOLVED PROBLEMS:

1. Staff: the first community worker stayed six months and worked mainly with young people and the unemployed. The second community worker came nearer to fulfilling the original brief but was only part-time. There is now a gap until the post can be filled.

2. Although the community worker was attached to social services, she had problems with colleagues over certain cases.

3. Some families were difficult to contact.

4. Minor administrative problems over the use of the school's community room.

10. NO PAPERS AVAILABLE

11. FOR FURTHER INFORMATION CONTACT:-

Miss J Pringle
Senior Adviser for Primary Education
The Education Department,
County Hall
Chester
CH1 1SQ

THE PENGE PROJECT

1. SUMMARY

The project brought together representatives from a variety of voluntary and statutory agencies including the police, probation officers and the borough planning office. The aim was to discuss the 'social situation' in Penge, to identify the problems faced by the area, to suggest ways these problems might be dealt with and finally, to try and carry out these solutions.

2. LOCAL AUTHORITY: London Borough of Bromley.

3. DATE: First meeting of the project was held in March 1975.

4. DEPARTMENTS INVOLVED: The impetus for the project came from the education department although several other departments are represented on the working party.

5. STRATEGIES:

1. Four particular areas were selected for attention and a working party on each set up.

   i) early identification of children at risk

   ii) positive support for pupils and parents

   iii) the value of community support

   iv) liaison between social services and schools

2. To use the links created by the variety of personnel involved.

6. EXTENT OF SCHEME: Originally confined to schools in most need but has not remained limited in membership.

7. FINANCE: -

8. BENEFITS: (As given by the Chief Adviser and Adviser for infant education).

1. Changes in attitudes towards colleagues in other schools or professions.
2. A realization of each others roles.
3. Some resultant change of practice
4. Increase in liaison between home and school.
5. Exchange of ideas between some primary and secondary schools.

9. UNRESOLVED PROBLEMS:

Groups (iii) and (iv) developed a feeling of frustration at their 'own ineptness' in the face of the pressures of their work and society.

10. NO PAPERS AVAILABLE

11. FOR FURTHER INFORMATION CONTACT:

Mr Frank Sherwood
Chief Adviser
London Borough of Bromley
Sunnymede, Bromley Lane
Chislehurst,
KENT
BR7 6LH

HEWORTH GRANGE SOCIAL SERVICES PROJECT

1. SUMMARY

The project arose from two problems: within the school a paucity of records and information about pupils'difficulties, and amongst the agencies a lack of co-ordination and liaison in terms of simple information or productive action.

2. LOCAL AUTHORITY: Gateshead

3. DATE STARTED: Working Party set up 1974

4. DEPARTMENTS INVOLVED: Education and Social Services

5. STRATEGIES:

1) A working party was set up by the directors of education and social services with representatives from the other 'caring' professions.

2) The working party devised a four point programme, which included making the school the focus of any liaison system. None of the recommendations were implemented.

6. EXTENT OF SCHEME: Heworth Grange Comprehensive

7. FINANCE: -

8. BENEFITS:

1. Pastoral staff report considerable improvements in contacts with external agencies, particularly the social services, and even with the medical officers. These improvements are simply the product of people having been introduced to each other.

2. Established direct 2-way communications between schools and welfare agencies rather than having to go through the hierarchies.

3. Welfare matters need no longer be channelled through E.W.O.'s.

4. There are now joint case conferences.

9. UNRESOLVED PROBLEMS: These are taken from an analysis by the school's deputy head:-

1. The working party was poorly designed, and composed of people without real authority in their respective agencies.

2. No other school responded to an invitation to join in an extension of the project.

3. The pastoral heads operate independently and do not follow a standard procedure.

4. The recommendations may not have been appropriate. The suggestion that the school be the focus of liaison among agencies was perhaps too ambitious.

10. NO PAPERS AVAILABLE

11. FOR FURTHER INFORMATION CONTACT:

E Fitzpatrick,
Deputy Head
Heworth Grange Comprehensive School
High Lanes
GATESHEAD
NE10 OPT

A SCHOOL COUNSELLOR'S EXPERIENCE OF LIAISON BETWEEN SCHOOL AND WELFARE AGENCIES: J H WHITLEY SCHOOL, HALIFAX

1. SUMMARY

A school counsellor's personal account of how her school built up effective liaison between school and welfare agencies and made great improvements in its pastoral care.

2. LOCAL AUTHORITY: Calderdale

3. DATE STARTED: 1969: appointment of senior mistress/counsellor

4. DEPARTMENTS INVOLVED: -

5. STRATEGIES:

   1. Socialisation of the adults. This was done by improving staff-room facilities and then opening up the staff-room and classrooms to visitors as a matter of course.

   2. Established and developed a community service scheme to involve senior students. A community/service co-ordinator was appointed to oversee the scheme and she involved representatives from the supportive agencies in the work.

   3. Training the senior mistress in counselling techniques.

   4. The counsellor had meetings with representatives from social services etc.

   5. The pastoral staff work as a team. Much of the pastoral work is carried out through a variety of groups and often in association with the social services.

6. EXTENT OF SCHEME: One secondary school.

7. FINANCE: -

8. BENEFITS:

   The creation of effective working links with social services, police, probation service, school psychological service, school medical service and vocational guidance.

9. UNRESOLVED PROBLEMS:

   Gap between pastoral and academic work, but this is now closing

10. FURTHER PAPERS AVAILABLE:

Co-operative Care: a School Counsellor's experience of liaison between school and welfare agencies — Grace Bartlett, School Counsellor.

11. FOR FURTHER INFORMATION CONTACT:

Grace Bartlett
Counsellor
J H Whitley Secondary School
Holdsworth Road
HOLMFIELD
HX2 9SY.

HILLHEAD JUNIOR HIGH SCHOOL SOCIAL SERVICES TRUANCY PROJECT

1. SUMMARY:

The school was chosen for a project which aimed to tackle truancy before it took hold. It was particularly concerned with long-term truancy which was a symptom of a child's emotional disturbance. Involvement of the social services has been limited, but has been allowed to develop as the need arose.

2. LOCAL AUTHORTIY: Gateshead

3. DATE STARTED: 1975

4. DEPARTMENTS INVOLVED: Education and Social Services

5. STRATEGIES:

1. An extra teacher was provided to visit the children at home.
2. A simple administrative procedure for dealing with absences was set up, with follow up visits from teachers, when a letter produced no improvement. The approach was caring rather than official.
3. A once a term meeting between the school and social services was arranged, these were supplemented by meetings and individual contact over particular children.
4. There was a possibility of role-confusion, causing confusion for the families and ill-will between the role-holders. The problem was solved by all who were working with in, or were linked to the school ensuring that they kept each other informed of their involvement, and by social services having 2 liaison officers to explain the project to other team members.

6. EXTENT OF SCHEME: Hillhead Junior High School.

7. FINANCE: Salary of extra teacher paid by education department.

8. BENEFITS:

1. Relationships between teachers and parents have improved as the school, 'by responding quickly and being seen to be powerful by reaching out to the child at home, has shown that it cares'. R Firth, Principal Divisional Officer, Social Services.
2. In gross terms, absenteeism and truancy amongst a group of selected children have significantly been reduced. The improvement was maintained after intervention ceased.

3. A small group of highly anxious children were identified and withdrawn. When parents were visited, it was found that a number of families had internal and economic problems beyond any help the pastoral care of the school could provide. Contact with the social services led to a valuable liaison policy with regular 'case' meetings and a 'two-way' sharing of information as an early prevention policy.

9. UNRESOLVED PROBLEMS:-

10. FURTHER PAPERS AVAILABLE:-

Introduction: R Firth, Principal Divisional Officer
Gateshead Social Services Department

The Report: H L Atkinson, Head of Remedial Dept.
J Clancy, Special Services
A Thibaut, Counsellor.

11. FOR FURTHER INFORMATION CONTACT:

Miss C Hawke
Headmistress
Hillhead Junior High School
Whickham Highway
Lobley Hill
Gateshead
Tyne and Wear
NE11 9RQ

Section 2
Research

WORKING TOGETHER FOR CHILDREN AND THEIR FAMILIES: THE DHSS/WELSH OFFICE SOUTH GLAMORGAN PROJECT

The project started from a recognition that a complex set of circumstances is likely to exist when a child needs to be received into care or appears before a juvenile court because of delinquency or failure to attend school and their resolution requires the closest co-operation between education and social services. This project was therefore designed to explore the interface between education and social services at central and local government level.

The project's collaborative nature was reflected in the composition of the Planning group, chaired by Mrs. B.J. Kahan, Assistant Director of the Social Work Services of DHSS, and consisting of representatives of HMIs in Wales, the Social Work Service of the Welsh Office, and the South Glamorgan Education and Social Services Departments. The remit was to "look at areas of mutual concern to social services, education services and other agencies which require a joint approach in order to provide better services to meet children's needs". It was considered important that an examination of these problems and the proposals for their solution should be undertaken by and emanate from the services themselves rather than be imposed by top management or government; and that those responsible for practical delivery of services should help evolve new approaches from their own experience.

The majority of those participating in the project were therefore teachers and social workers with some representation from more senior social services and education staff. Representatives from other groups concerned with children were included - head teachers and advisers, education welfare officers, police and magistrates, psychologists, college tutors and staff of the Central Council for Education and Training in Social Work.

The first part of the project lasted for six months and took the form of two residential seminars, three one-day seminars and a series of small multi-disciplinary group meetings which studied various aspects of collaboration. At the first residential seminar the interface between education and social services was explored through formal lectures, multi-disciplinary group discussions and socio-drama, where group members would play a part as different as possible from their own professional role. At the three one-day conferences papers were presented on truancy, breakdown in communications and the professional stances of teachers and social workers. The second residential seminar was concerned with confidentiality and change.

At the next stage, working parties were set up with the task of making specific recommendations for the improvement of services.

1. Joint in-service training and development.
2. Co-terminosity of boundaries.
3. Communications between education and social services.

4. Curriculum.
5. Record keeping.
6. The role of education welfare officers.
7. Children at risk.
8. Services for the pre-school child.

Some of the working party recommendations have been implemented already. In South Glamorgan, for example, social care committees have been set up in some schools. A pilot course of joint in-service training for teachers and social workers has been held in one area. It included an interchange of teachers and social workers spending a day working with the other discipline. An encouraging aspect is that many of the improvements suggested can be effected at little or no additional cost.

Ensuring maximum co-operation between agencies is a national rather than a local problem. The choice of South Glamorgan as a location for this project was therefore not meant to imply that the problems of children were any greater or the co-operation between agencies any less in South Glamorgan than elsewhere. One of the aims of the project was to evolve a model of working liaison between social and education services which could be used more widely by other local authorities.

A full report of the project has been published by HMSO under the title: Working together for children and their families.

SCHOOL, PARENTS AND SOCIAL SERVICE PROJECT

Educational Studies Unit, Brunel Insitute of Organisation and Social Studies.

The Staff of the Unit :

Director	:	Professor Maurice Kogan
Research Fellows	:	Mrs. Daphne Johnson, Convener,
	:	Miss Katherine Bowden
	:	Mrs. Elizabeth Ransom
Part-time	:	Mr. G.F.L. Packwood (Lecturer Dept. of Govt. Studies, Brunel University)

The Educational Studies Unit has been funded by the Department of Education and Science to undertake a three-year study of the relationships between secondary schools, homes and supporting social services.

Fieldwork for this study is concentrated on the two Outer London Boroughs of Hounslow and Hillingdon, and focusses on three aspects of the research brief: arrangements made within the school for the pastoral care and welfare of the pupils; contacts between the school and the parents of pupils; contacts between the school and other agencies which may have an interest in the pupils or their families.

Participants already include:

the Headteachers and teaching staff of four secondary schools;

the staff of a Unit for Persistent Non-Attenders;

senior administrators and advisers in the Education Departments; education welfare officers;

senior administrators in the Social Services Departments; Area Team Leaders and other social workers;

key members of Child Guidance Teams and of the School Psychological and School Health Services.

Parents of pupils at the schools, and some of the pupils themselves, are also being interviewed.

It is hoped to extend the project to include officers in the Juvenile Bureaux of both Boroughs. At every stage the fieldwork is sanctioned by a Steering Committee in each borough.

The project which enlists the active co-operation of participants in a process of collaborative analysis, is intended to produce valid general guidance for future collaboration between the many groups whose mutual point of contact is the secondary school child. Research findings will be validated and disseminated through conferences with interested parties before they are written up.

Further information from:

The Educational Studies Unit,
Brunel University,
Uxbridge,
Middlesex
UB8 3PH **Uxbridge 56461**

Section 3
Organisations & Services

THE NATIONAL HOME-SCHOOL LIAISON ASSOCIATION

The Association was established in October 1976 at a meeting in Birmingham of teachers and other workers professionally engaged in the establishment and development of liaison between home and school.

The aims of the Association are:

1) To promote the exchange of ideas and resources in the field of home-school liaison work.

2) To promote the development of professional training.

3) To promote the professional development of home-school liaison work.

4) To promote research and evaluation.

The present structure of the Association is:

(a) Chairman, Secretary, Treasurer and six Regional Representatives, forming the Committee of the Association.

(b) Members, with membership open to all those having a concern for the aims of the Association and paying the annual subscription of £1.

Meetings of the Association will take place regularly at national level and regional meetings will be arranged to meet local demands and needs. A Newsletter will be published to disseminate ideas and resources and items for inclusion should be forwarded to the Secretary.

Chairman:

Robert J. Bailey
Department of Education
Faculty of Educational Studies
Oxford Polytechnic
Wheatley
Oxford.

Secretary:

Pat Dixon
Liaison Teacher
2 The Gables
Station Road
Otley
W. Yorkshire

Treasurer:

June Fletcher
Community Counsellor
Chinley Head
Hayfield Road
Chinley
Derbyshire

Regional Representatives:

Judith Bennett
Home School Liaison Teacher
I69 Gretna Road
Coventry
CV6 DB

Meg Iredale
Home-School Liaison Teacher
Fowl Green House
Common Dale
Whitby
N.Yorks

Marianne Moselle
Language Tutor Organiser, Walsall,
40 Norman Road
Northfield
Birmingham 3I

Norman Silvester
Home School Liaison Teacher
Flat 2
23 Farquhar Road
Edgbaston
Birmingham

Howard J. Wootton
Teacher Liaison Officer, Harewood Centre,
69 Fand Lane
South Milford
Leeds
LS25 5BA

BASW SPECIAL INTEREST GROUP

SOCIAL WORK IN EDUCATION

1. The Special Interest Group grew out of a resolution at BASW's National Conference in Edinburgh 1974 urging the Association to develop a co-ordinated programme for social work in relation to schools.

   The inaugural meeting of the group was held in March 1976; the then Chairman of BASW, Kay Richards, stressed the importance of the Special Interest Group as a whole.

2. The objectives of the Special Interest Group are:

   a) to contribute to the development of children, young people and their families within the context of an educational system.

   b) to develop a body of knowledge, theory and practice and make this widely available.

   c) to consider the impact of educational policies on children and their families.

   d) to identify and surmount professional and organisational barriers which may prevent children achieving their full potential.

3. So far, most of the Group's energies have been put into the following activities:

   Study Days

   Two such events have been held, the first on the general problems of teacher-social-worker problems, the second on preventive social work and the school, focusing on the sharing of care between teacher and social workers involved with primary schools and the sharing of responsibility in respect of children in secondary schools.

   A third study day is planned for 17th June, on "Using court appearance as part of a treatment plan".

   Newsletter

   So far, one edition of "News and Views" has been published. It includes original articles and reprints of relevant earlier articles.

   Discussions with other Organisations

   The Special Interest Group has undertaken on behalf of BASW the role of discussing with Teachers and Education Welfare Organisations issues of common interest and concern. So far, series of meetings have been held with representatives of NUT, NAS, (now NASWIE) and NACEWO.

4.

Membership

Membership is open to members of BASW; anyone wishing to join the Special Interest Group who is eligible to join BASW is expected to do so, Special Interest Group membership fee being £2.00 For members of other professional organisations, the membership fee is £2.50. Among members are child guidance social workers, probation officers, EWOs, social workers, social service department teachers, school counsellors, students etc.

Membership enquiries to Secretary: Karen Lyons,
28 Battledene Road
LONDON N5

EDUCATION WELFARE SERVICE

Associations

National Association for Social Workers in Education (an amalgamation of the Education Welfare Officers' National Association and The National Association of Chief Education Welfare Officers, still to be ratified by the Chief Officers).

Principal Officers of E.W.O.N.A. (1977 - 78)

President: Colin Conway, 87 Rockbank Road, Liverpool
Telephone: 051-228-7557

Hon.General Secretary: Mrs Joyce Burton, 'Kendall', Green Lane, Tivetshall, Norwich
Telephone: 037 977 310

"The Education Welfare Officer", the journal of the association is available free to members.

Principal Officers of N.A.C.E.W.O. (1977-78)

President: Harold Artist, Education Offices, Kennet Hse, 80-82 Kings Road, Reading RG1 3BL

Hon.Sec.: G Myers, Education Welfare Department, 102 Edmund Street Birmingham.

Development of the Service

The education welfare service has its origin in the 1870 Education Act; this empowered local authorities to establish school boards which were able to frame by-laws for the compulsory attendance of children. The 1880 Education Act later required school boards and attendance committees to make attendance compulsory. The continuing absence of many school age children whose parents needed their wages, led to the appointment of the school attendance officer, the forerunner of the modern education welfare officer.

While legislation continued to emphasise the punitive, authoritarian aspect of the school attendance officers' work; the officers themselves recognised that such a one-sided approach to truancy was ineffective and continued to develop their welfare role. This led the professional association to rename its members "Education Welfare Officers".

Number of Welfare Officers

2,400 in 1974
85% were aged 35 or over 65% were aged 45 or over. 65% had more than five years of experience.
In 1972 there was an average ratio of 4,000 pupils or more to each officer.
A survey of 47 local authorities two years later found an improvement:-

Ratio of EWOs to pupils	Number of Local Authorities
1 : 5,000 or above	4
1 : 4,500 - 5,000	5
1 : 4,000 - 4,500	14
1 : 3,500 - 4,000	7
1 : 3,000 - 3,500	5
1 : less than 3,000	12

the E.W.O.N.A. advocates a ratio of 1 : 2,000

Training

In 1971 only 12.0% of officers held a social work qualification; (i.e. Certificate in Education Welfare, Intermediate D.M.A. or Diploma in Social administration) and only 12.8% were undertaking in-service or day release training of any sort. By 1973 20 out of 2,400 officers had obtained the CQSW, recommended by the Local Government Training Board Working Party as the basic qualification for entering the EWS. The DHSS Working Party on Manpower and training for the Social Services recommends that the welfare service should aim for 50% C.Q.S.W. holders and 30% C.S.S. holders by the late 1980 s. This would be in line with other field Social Workers.

Because nearly two-thirds of education welfare officers are aged 45 or over, the L.G.T.B. working party put forward a special post experience programme. This will consist of two types of course, one for chief and senior E.W.O.s and the other for E.W.O.s aged over 45 with five years experience.

Categories of work

The working party of the Local Government Training Board identified the following main functional areas in which education welfare officers are involved:

- School attendance
- Handicapped children
- Court proceedings
- Transport
- Clothing
- Child employment
- Free meals
- Maintenance
- Placement of children
- Child neglect
- Extra district pupils
- Nursery education

The working party's report notes that these conventional headings give no indication of the importance and extent of the social work component of the E.W.O's role. It is estimated that 70% of an officer's time is spent in work of this nature. The following processes were identified:

- forming a relationship
- assessment of clients' needs
- making education department resources available
- mobilising resources of other agencies
- developing links between home and school
- giving support to parents, children and teachers.

Current Issues

1. National recognition:

The education welfare service is not statutory; pay conditions, careers structure and training vary between local authorities although the NJC has granted education welfare officers parity of salary scale with social workers apart from the final increment. Recent conference motions have urged the government to recognise education welfare as a statutory service and to include it in new education legislation.

2. Relations with Social Services:

Both the Plowden and Younghusband reports seemed to think that the social service departments and not the education welfare service, should provide the social work service for schools.

Following the recommendation of the Seebohm Committee eight local authorities integrated the education welfare service into the social services department. Five of these took the opportunity of local government re-organisation in 1974 to reverse their original decision and returned the service to the education department. The Education Welfare Officers National Association has received reports which seriously question the efficiency of the service offered in two of these remaining areas. The DHSS report 'Manpower and Training for the Social Services' notes that integration has led to difficulties in providing services which could be immediately responsive to schools' perceptions of the need for help with pupils and which could be closely co-ordinated with the other remedial and pastoral services within the education system. The education welfare officers made their position clear in a motion carried at the 1975 conference: 'The education welfare service is social work within an educational setting and must remain part of the education service'; now, however, the threat of integration with social service departments has been replaced by what the officers would regard as the 'tautology' of the appointment of school-based social workers.

3. Links with schools:

While some headteachers allow education welfare officers direct access to teachers, others require that the officers deal only with them. By not being able to communicate with the teacher who has the greatest personal knowledge of a pupil, the EWO is being hampered in his work. A second confusion in the school situation is the proliferation of pastoral staff: Education Welfare Officers need to be clear who should be their contact within a school.

They also need to be reassured that the pastoral staff are not taking over their home-visiting role. The service has noted with increasing anxiety the number of new appointments of the home-school liaison teacher variety; ex-president George Dean gives the example of one area where one million pounds was to be found to send teachers into the homes of children on socio-educational tasks while there are no more education welfare officers than 20 years ago.

4. An over-stretched service:

The raising of the school leaving age led to a rapid growth in the demands being made on education welfare, without a commensurate increase in the number of field workers. This led to the erosion of the preventive role of the service.

References

Local Government Training Board *The role and training of education welfare officers*: the report of the working party.

Chairman: Sir Lincoln Ralphs 1975.

Local Government Training Board *Training of Education Welfare Officers: Training Recommendations* 1974

A useful summary was published in Education 27th September 1974.

Frank Pedley 'Beyond the truant' *New Society* 20th March 1975

Leonard Davis 'Education welfare : the patchwork service' *Community Care* 18th February 1976.

DHSS *Manpower and Training for the Social Services* HMSO 1976

REFERRALS TO THE EDUCATION WELFARE SERVICE: THE I.L.E.A. SCHEME

To ensure that information is passed as efficiently as possible in both directions between schools and the Education Welfare Service, the ILEA has recently intoduced a referral/report system based on a standardised communication procedure with the following elements:

1. As its first notification of a pupil's absence, the school completes Form EO/DO 1A.

2. The EWO reports back to the school on Form EO/DO 1B.

3. If the visit from the EWO does not produce a return to school, or if the visit reveals other problems, then the school completes those sections of Form EO/DO 1 which are relevant.

4. A case file is then made up by the EWO who starts on a plan of work with the child and his family in conjunction with the school.

Further information about the scheme may be obtained from:

Miss I O D Harrison
Principal Education Welfare Officer
I.L.E.A.
County Hall
LONDON
SE1 7PB

Inner London Education Authority
Education Welfare Service

Referral to the Education Welfare Service

School Stamp

Class/Tutor Group.....

Surname..... First name(s).....

Address.....

Date of Birth..... Telephone number where parent can be contacted.....

Other brother/sister attending same school: YES/NO

Do they present problems: YES/NO

1 Problems as seen by school

2 Details of any discussion with child

3 Details of discussion or other communication with parent/guardian

4 Other agencies involved

5 Any other relevent information

6 Attendance (a) any observations

(b) has DO.1A been issued: YES/NO

7 General state of health

Signature: Tutor/Class teacher..... Date.....

House Head/Year Head/Head teacher..... Date.....

(C.11139)

FORM DO 1 (NOTES)

Purpose of DO.1

To provide a means by which problems and matters of concern relating to a child are recorded by teachers as they occur for referral to the Education Welfare Service. Teachers are only expected to provide information already known to them and it will not always be necessary to complete all sections of the form.

1 Problem as seen by school

Accurate and detailed observations will provide an effective basis for subsequent work by the EWO.

2 Is pupil aware of your concern?

The responses of the pupil in any discussion which may have taken place could provide helpful background information in assessing the problem.

3 Details of discussion with parent(s)/guardian(s)

Details of any discussion, together with any agreement reached, can be important in (a) actively involving parent/guardian, (b) knowing how to deal with the problem, (c) deciding on concerted action, (d) avoiding duplication of work and effort.

4 Other persons/agencies involved

It is vitally important to have close liaison between all parties concerned. Although the EWS would normally know if other agencies are working with a family, e.g. Educational Psychologist, Child Guidance, Tutorial Class Teacher Social Services, other Social Work agencies, there may be occasions when this is known only to the school.

5 Any other relevant information

Teachers often have knowledge of relevant factors which could have a bearing on the problem but in common with Education Welfare Staff will use their judgement in deciding what should be disclosed in any given situation.

6 Attendance

Form DO.1 may be used in conjunction with DO.1A where social problems in the family or other factors are suspected of contributing to the pattern of poor attendance. It is important that early referrals are made so that preventive work can be undertaken.

7 State of health

The teacher may gain a general impression of the child, e.g. listless, overtired, robust.

ILEA EO/DO 1A

Notification of Absence

To: The Education Welfare Service (via the school EWO)

School Stamp

Class/Tutor Group

Surname..... First Name(s).....

Address.....

Date of Birth.....

Telephone number where parent can be contacted.....

Mark Absences O Mark Late Attendance (L)

Week Commencing	Mon		Tue		Wed		Thur		Fri		Note of any communication to parents

Any other comments including earlier patterns of non-attendance

Teacher's signature..... Date.....

(C.12055)

FORM DO 1A (NOTES)

Notification of absence

This form is to be used to notify casual absence. Information about any contacts made with parents should be noted and attention should also be drawn to any earlier irregularity of attendance.

When schools are aware of any other circumstance of a more serious nature that may be relevant to the absence this information can be given on form DO 1 which should accompany form DO 1A.

CONFIDENTIAL

EO/DO 1B

Inner London Education Authority

Education Welfare Service

Divisional Office Stamp

Report on.....**Referred by you on**.....

Address.....

School.....**Class/Tutor Group**.....

Signature of Home EWO.....

Signature of Home SEWO.....**Date**.....

Section 4
Select Bibliography

CO-OPERATIVE CARE - SELECT BIBLIOGRAPHY

GOVERNMENT REPORTS

Central Advisory Council for Education (England) Children and their Primary Schools HMSO, 1967

i) Chapter 7 of volume 1, 'The Report' deals with 'The Health and Social Services and the School Child'. This recommends the need for adequately trained social workers who would work closely with schools and help with cases beyond the teachers' time and competence. The committee also suggests that Education Welfare Officers could be trained to carry out wider social work functions.

ii) Appendix 8 in volume 11 describes a study of the social service and primary education in three local education authorities: Largeborough, Smallham and Exshire. The study concludes that teachers should know the importance of the social background of the children they are teaching, where information about this background could be readily obtained and the precise agency to which any welfare case should be referred. But equally social workers should have a proper understanding of the schools and of child development.

2. Central Advisory Council for Education (Wales) Primary Education in Wales HMSO, 1967

Chapter 24 is concerned with Primary Schools, the Social Services and relationships with parents. To find out how the primary schools actually established relationships with the home and the social services, the Council commissioned a family survey of the attitudes of parents to primary education. Their recommendations included:-

1. that more systematic arrangements should be devised for bringing school teachers and social workers more closely into contact with each other

2. the training of teachers should have more emphasis on the role of the social worker and the functions of the social services.

3. The role and training of Education Welfare Officers

Chairman Sir Lincoln Ralphs. Local Government Training Board (1974)

The working party was appointed by the Local Government Training Board 'to investigate the functions of Education Welfare Officers in order to identify common elements and to advise the Board on the most appropriate training for them (including a system of examinations)'. They concluded that the education welfare service was 'underdeveloped and undervalued' yet it played a valuable role in supporting the education system. Generally, education welfare officers were doing social work and they should be given appropriate training.

4. Report of the Committee on Local Authority and Allied Personal Social Services

Chairman Frederic Seebohm HMSO 1968.

Chapter VIII 'Social Services for Children' contains a section on educational services; this examines the role of the teacher in the social care of the child and tries to assess whether present school welfare services are adequate, and if not, how they could be improved. In conclusion, the committee underlines the recommendations of the Plowden Committee, and also recommends that social work in schools should be the responsibility of the social service department with EWO's having the opportunity to transfer to the new department.

5. DHSS/Welsh Office

Working together for children and their families 1977

Report of a project begun in 1975 by the Welsh Office and the Social Work Service Development Group of the DHSS jointly with the Education and Social Services Department of South Glamorgan. The remit was to look at areas of mutual concern to social services, education services and other agencies which require a joint approach in order to provide better services to meet children's needs. Seminars and working parties made a number of recommendations some of which have been implemented. In South Glamorgan, for example, social care committees have been set up in some schools; and a pilot course of joint in-service training for teachers and social workers has been held in one area.

GENERAL

6. ANDERSON, Richard J. 'School social work; the promise of a team model' Child Welfare 53. 8. 1974 pp 524-30.

As an alternative to the 'case by case' method of school social work, the Jane Addams Graduate School of social work has been developing a team model that addresses a problem affecting a number of children attending the school.

7. AVERY, Pauline and ADAMSON, Robert F. 'School social work and crime prevention' Howard Journal 1969 pp 264-70.

Based on experience with the Central Lancashire Family and Community Project, the authors describe the work and role of school social workers. In particular, they examine relationships with the school staff and outside social work agencies. They show how teachers can be helped to be more aware of their pupils' problems and how the school can contribute to the prevention of delinquency.

8. BERRY, Juliet. Social work with Children Routledge and Kegan Paul, 1972.

In this introductory textbook the author writes a general background on the social development of the child and the part the parents play. She deals with the special cases relating to adoption, fostering and residential care, neglect and ill-treatment, and considers the position of the handicapped, immigrant, and delinquent child. The book also discusses the different methods of social work; casework, behaviour therapy, groupwork and community work, family therapy and social action.

9. BOND, Kate and DONLIN Logan 'Origins of school social work in Haringey' News and Views Social Work in education No. 1 Autumn 1976

Two of the social workers involved describe the setting up of the project, the conflicts and problems involved and give an account of how the school social workers operated.

10. COSTIN, Lela B. 'School social work practice: a new model' Social Work March 1975 p135-139.

A model of school social work practice, recently initiated and developed in a three-year training demonstration at the Jane Addams School of Social Work, University of Illinois, Urbana, has been based on school - community - pupil relations. The model focuses on deficiencies in the school and the community and the interaction between specific characteristics of groups of pupils at points of stress in the pupil's life. The focus is on the situation rather than the personality.

11. COSTIN Lela B. 'A historical review of school social work' Social Casework October 1969 pp 439-54

By examining the development and earlier definitions of school social work, Lela Costin shows how a service has developed which is not meeting the challenges and demands of the sixties and seventies.

12. CRAFT, Maurice; John Raynor and Louis Cohen Linking Home and School Longman 2nd ed. rev. 1972.

A collection of essays that examines the need for good home-school relations and looks at some attempts to put these ideas into action. There are sections on the education welfare service, the school care service in London, the social education team in Liverpool, and school social workers in central Lancashire and Scotland. In part four there is a chapter on inter-professional training.

13. 'Cross'd with adversity: The education of socially disadvantaged children in secondary schools. Schools Council Working Paper 27. Evans/Methuen.

Chapter VIII 'Schools and the Social Services' is concerned with the role of the home school liaison teacher, and gives brief descriptions of the education welfare services and the other social services. The authors emphasise the need for teachers to know how to use the social services properly.

14. DAVIS, Leonard F. ' Care in Schools' News and Views Social Work in Education No 1 Autumn 1976

Looks towards the time when teachers will live comfortably with social workers in recognition that appropriately developed social work services within an educational setting can offer the most beneficial long-term rewards. Mr. Davies mentions the applied social studies postgraduate course at Brunel University where places are reserved for those who wish to consider a career in social work in education.

15. DAVIS, Leonard F. 'Social work in education'. Ideas No.32 p 72-76

Urges 'a new concept of care and education for those groups of children who are lost in the present educational structure' and indicates how education

social workers help to bring this about.

16. DAVIS, Leonard F. 'Education Welfare: The patchwork service' Community Care February 18th 1976

A survey into education welfare in 47 local authorities showed an undermanned and underdeveloped service with EWOs grappling with unmanageable caseloads and often denied proper 'supervision'.

17. FITZHERBERT, Katrin. 'Social work and the school' New Society 8th February 1973

Experience with Ealing's experimental Immigrant Home/School Action Research Project convinced the author that the school is an ideal base for preventative social work. She argues that trained education welfare officers may be the people to carry it out.

18 FITZHERBERT, Katrin Child Care Services and the Teachers Temple Smith 1977

Using case studies Katrin Fitzherbert describes the resources available to the teacher from the child care services - health, social and psychological services, and child guidance. She argues that co-operation between the services would also be a means of educating teachers into perceiving childrens' needs from different perspectives. Use of screening check lists and greater emphasis on the physical and emotional development of children in teacher education are desirable 'if we want school to become the launching platform of a national preventive system of child care'.

19. GOLDSCHMIED, Elinor 'A tall order ; non-attendance at school in a social work context' News and Views Social work in Education. No 1 Autumn 1976

In relation to truancy, the author argues that the central focus for the social worker in education lies in the mending or the creating of relationships between child, parents and teachers within which learning can take place. Ways in which the social worker can do this are suggested briefly.

20. GOTTLIEB, Benjamin H. and GOTTLIEB, Lois J. ' An expanded role for the school social worker' Social Work October 1971 pp12-21

At present school social workers are concerned with 'tertiary prevention': the rehabilitation of the individual child. Limitations in training, expectations of the school and theoretical background prevent the social worker from taking on a wider role. He could do this by passing on his skills to other people in the school; or he could take on a primary prevention role, not only in effecting policy changes, but also in assessing intergroup conflicts within the school, and between the school and the community.

21. McGARRITY, Michael. 'Building early relationships in school social work' Social Casework June 1975 p323-327.

The author suggests ways in which the school social worker can create relationships with children to stop his involvement having a negative effect on the child.

22. MUSGRAVE, P.W. The place of social work in schools Community Development Journal Volume 10 No. 1 January 1975 pp50-56

Starting from the fact that school social work is trying to link two totally different institutions, the family and the school, Professor Musgrave looks at how the school social workers fit in with the teachers and other agencies concerned with the child's welfare. Liverpool's 'Social Education Team' is suggested as one way round some of the administrative problems.

23. PACKWOOD, Tim. 'Social Workers in School' Health and Social Service Journal July 3, 1976

An analysis of some of the difficulties hindering collaboration between teachers and social workers. Mr. Packwood suggests that there is a case for attaching social workers to schools.

24. PEDLEY, Frank. 'Beyond the truant'. New Society 20 March, 1975.

Discusses the role and training of the EWO.

25. PEDLEY, F.H. ed. Education and Social Work Pergamon 1967

This symposium includes 'Education and social work' by Maurice Craft, 'A socio-education system' by Lorna Ridgway; 'Personal education' by Owen Whitney; 'From school to work: a counselling service' by Catherine Avent; 'The professional social worker' and 'The task of social work' both by Nancy Hazel. The articles look at the principles and aims of the two professions and examine ways in which they could co-operate more effectively.

26. PRUNTY, Odessa. 'The school social worker's role in overcoming learning handicaps'. Child Welfare October 1971 p442-446.

As public education increasingly serves the minority and poverty-level child, not only are social work services needed, but the social casework view of the whole child in the totality of his family and communal life is indispensable.

27. RADIN, Norma. 'A personal perspective on school social work' Social Casework December 1975 pp 605-13.

The author suggests ideas and methods for the practising social worker. They represent 'a personal view of how the profession must function ....if it is to be relevant to the problem-laden public school system'.

28. SALTMARSH, Mary. Misalliance? Or a working partnership? Social work in the school setting. Social Work Today Volume 4 No. 6 14.6.73 pp161-164.

A discussion of school social work from the social workers point of view. Ms. Saltmarsh examines briefly the problems of the large comprehensive school which result in the need for a social worker, and what help the social worker can offer. The joint problems of the school social worker's professional isolation and how he can relate to the teaching staff are also mentioned.

29. STROUD, John. Where to get help: a guide to the support services Ward Lock 1975.

A guide to the social services written by the Assistant Director of Social Services in Hertfordshire especially for teachers. He has in mind for example, teachers who are not clear about the working of the 1969 Children and Young Persons Act and whether they should turn nowadays to the Probation and After-Care Service or the Social Services Department.

30. WALKER, Bernard. 'Teaching and social work'. 'The missing link'. FSU Quarterly Spring 1976.

Mr. Chips and Lady Bountiful: the author examines teachers and social workers stereotyped view of each other.

31. WILLIAMS, Robert Bruce. 'School compatability and social work role' Social Service Review June 1970 p169-176

American research has shown that the effectiveness of school social work may be influenced to some extent, by the attitudes, behaviour, personality or educational background of the head. Some suggestions are made as to how this difficulty can be overcome.

32. WILTON, Viola M.E. ' A mother helper scheme in the infant school' Educational Research Vol. 18 No. 1 November 1975

In this scheme, ancillary assistance is only of secondary importance to the mothers' involvement. Instead, they report on their own relations and on the effects on their children whilst the teachers report on their reactions and the social, psychological effects on the life of the school as a whole. The scheme demonstrated the benefits to the child when the mother, teacher and child have a participatory relationship.

CO-OPERATIVE CARE IN PRACTICE

33. CLEMANS, Martyn ' Miss, you haven't been to our house yet'. Trends in Education January 1968 p20-4.

A brief account of the work of the home liaison teacher at John Pounds Secondary Modern School for Girls in Portsmouth. The headteacher notes a more relaxed atmosphere in the school because of fewer tensions and improved attitudes on the part of the children. Academic standards have risen because the children are receiving more backing from the parents.

34. DAVIES, Martin. 'The use of volunteers in school social work'. Social Work Today. Volume 6 Number 4 15.5.75 pp103-106.

Volunteers were recruited to help the families of children at Manchester's special schools, but the aim of giving short-term support was not achieved because of false assumptions about the nature of the clients' needs and the ability of volunteers to respond quickly. The volunteers who operated for 12 months made the greatest contribution, but such a long-term commitment was only possible if the volunteer felt he was receiving something in return for his efforts.

35. LUCKHURST, Colin. 'Experiments in Welfare' Trends in Education January 1969 p10-13

Report of a pre-Seebohm scheme in Southampton. where the serious extent of welfare problems at an EPA Secondary school led to the establishment of the Deanery School Welfare Committee. Its aims were twofold - firstly, to bring together the entire range of welfare workers professionally engaged with the families of children in school and, secondly, to reduce the number of children from the school coming before the courts.

36. LYONS, K.H. Social work and the school: a study of some aspects of the role of an Education Social Worker. HMSO 1973.

An account of the work of the author with three London E.P.A. primary schools, and many of the children's families, over a two year period. She argues that school welfare work is better carried out by social workers than teachers although both should work closely together. Three case studies are included.

37. ROSE, Gordon and MARSHALL Tony F. Counselling and School Social Work Wiley 1974.

Report on the Central Lancashire Family and Community Project. which consisted of appointments of social workers and counsellors to selected secondary schools. The book evaluates the effectiveness of the social workers and examines the way the social worker fitted into the schools social system. The authors also discuss a basis for future policy decisions.

38. WARWICK, A.P., 'The school and its external relations: welfare' Trends in Education December 1974 p9-14.

An account, by the headmaster, of how the Deanery School, Southampton looks after the welfare of its pupils and organises co-operation with outside agencies.

THE IMPLICATIONS FOR TRAINING

39. ASHLEY, B.R. 'Student participation in linking home and school' Manchester School of Education Gazette Summer 1972 pp12-15.

Students on teaching practice from Didsbury College of Education were given placements with education welfare officers for one day a week. The exercise gave students insights into both the children's home background and the work of the E.W.O.

40. CRAFT, Maurice and CRAFT, Alma. 'The inter-professional perspectives of teachers and social workers: a pilot inquiry'. Social and Economic Administration January 1971 pp19-28.

A group of 24 teachers and 14 social workers attending an in-service course on Home, School and Welfare completed a questionnaire which sought to probe inter-professional attitudes. The responses generally revealed a high degree of consensus in the view of teachers and social workers.

41. CRAFT, Maurice. 'Developments in inter-professional training'. Higher Education 17.3.1969 p11-14

Offers brief accounts of new courses for people with joint roles such as teacher/social worker or teacher/youth leader.

42. LEES, Ray and McNEAL, Susan. 'Teaching and social work - the next hundred years' Education for Teaching Autumn 1971 pp37-41

BASW was set up the year the NUT celebrated their centenary, but a more important connection are their common areas of concern. The authors argue that the cross fertilization that would result from joining courses could bring social work skills more explicitly into schools and give social workers a more practical awareness of problems in education.

43. MARTIN, George. 'A generic course for the helping professions' Education for Teaching Autumn 1971 pp42-7

A summary of the results of a survey of tutors on courses for training social workers, teachers and youth and community workers, to find out what were the common areas between the courses which could form the basis for a generic course. Such a course would help the professions to know about each other, it would also be useful for people who could not make up their minds about which career to follow.

HOME AND SCHOOL

44. BYNNER, Dr. J.M. Parents' attitudes to education Office of population censuses and surveys: Social Survey Division. HMSO 1972.

Report of the follow-up survey of parents interviewed in the national survey carried out by the Plowden Committee on Primary Education. Of particular interest is chapter 4 which examines contact and communication between school and parents. This indicated that many more working class parents than middle class ones would prefer teachers to visit them at home, rather than go to the school themselves.

45. Department of Education and Science. Parent/Teacher relation in Primary Schools. Education Survey 5. HMSO 1968.

One of the Plowden report's recommendations was that the Department of Education and Science should issue a booklet containing examples of good practice in parent/teacher relations. Education Survey No.5 meets this request with examples collected from schools in all parts of England, many in the words of headteachers.

46. DOUGLAS, J.W.B. The Home and the School: a study of ability and attainment in the primary school. Panther, 1967.

A study of children in the primary school years based on an inquiry on children born in one week in March, 1964 carried out by the Population Investigation Committee. Dr. Douglas's report shows how the handicaps suffered by children coming from a poorer physical and cultural environment are exacerbated, and not compensated, by the education system.

47. GOODACRE, Elizabeth. School and Home: a review of developments in school and home relationships. NFER 1970.

As parents have become more interested in their children's education, so teachers have become more concerned about their pupils' home background. Dr. Goodacre discusses the images parents and teachers have of each other, and shows the different ways the home does influence the child's progress at school. Illustrations of home and school interaction are included.

48. GREEN, Lawrence. Parents and Teachers: Partners or Rivals Allen and Unwin 1968.

Written by a junior school headteacher with long experience in the 'deprived' areas of a large city, the book discusses ways in which teachers can improve contact with parents. Case studies showing the effect of parent-teacher co-operation on the child are also included.

49. SEAMAN, Ethel. 'What is an educational counsellor?' Where November 1974 pp 322-323.

The Norwich feasibility study examined the possibility of educational counsellors, who would be experienced and specially trained teachers, visiting all parents with children between one and three years old to help them encourage their child's language development. As a result of the feasibility study, in 1974 Norwich made a first trial appointment of an educational counsellor as part of the pre-school provision.

50. SHARROCK, Anne. Home/School Relations: their importance in education. Macmillan, 1970. Basic books in education series.

The importance of home influence on a child's development at school make home/school relations a vital issue. The author examines the nature and traditions of home-school contact in this country, the attitudes of parents and teachers, the organisations, such as the Home and School Council, who try to promote effective links, and the role of parent education. In conclusion, Ms. Sharrock suggests some research priorities in this field.

51. SHARROCK, Anne. 'Relations between Home and School'. Educational Research Vol. 10 Part 3.

A review of the research concerned with home-school links.

CO-OPERATIVE CARE

The Centre's inquiry into Co-operative Care has resulted in seven reports. 'Co-operative Care: Practice and Information Profiles' includes summaries of twelve case-studies. More detailed reports on six of these schemes are also available.

TITLE	PRICE	QUANTITY
Co-operative Care: Practice and Information profiles	£1.00	
Preventive Social Work in Primary Schools: Coventry	50p	
Social Work Support Team: Grange County Comprehensive School Ellesmere port	50p	
Co-operative Care: a school counsellor's experience of liaison between school and welfare agencies	50p	
Hillhead Junior High School Social Services Truancy Project	50p	
The Bicester Vulnerable Child Scheme	50p	
School-based Social workers in Haringey	50p	

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66